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ABSTRACT

This book presents the following 16 papers addressing race, class, and gender in U.S. education; institutionalized power and privilege; and policies, discourses, and practices that may silence powerless groups: (1) "Breaking through the Barriers: African American Job Candidates and the Academic Hiring Process" (Roslyn Arlin Mickelson, Stephen Samuel Smith, and Melvin L. Oliver); (2) "Gifted Education and the Protection of Privilege: Breaking the Silence, Opening the Discourse" (Mara Sapon-Shevin); (3) "Testing and Minorities" (Walter Haney); (4) "Sexuality, Schooling, and Adolescent Females: The Missing Discourse of Desire" (Michelle Fine); (5) "Empowering Minority Students: A Framework for Intervention" (Jim Cummins); (6) "The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children" (Lisa D. Delpit); (7) "Joining the Resistance: Psychology, Politics, Girls, and Women" (Carol Gilligan); (8) "Voices of Resistance: Young Women Readers of Romance Fiction" (Linda K. Christian-Smith); (9) "Disruptions: Improper Masculinities and Schooling" (R. W. Connell); (10) "Choices, Not Closets: Heterosexism and Homophobia in Schools" (Richard A. Friend); (11) "White Male Working-Class Youth: An Exploration of Relative Privilege and Loss" (Lois Weis); (12) "Dropouts and the Silencing of Critical Voices" (Robert B. Stevenson and Jeanne Ellsworth); (13) "Resisting Racism: Personal Testimonies of African-American Teachers" (Michele Foster); (14) "Constructing Race at an Urban High School: In Their Minds, Their Mouths, Their Hearts" (Judy Cohen); (15) "The College Experience of Native Americans: A Critical Analysis" (William G. Tierney); and (16) "Beyond the Poverty of Theory in Race Relations: Nonsynchrony and Social Difference in Education" (Cameron McCarthy). An index, information on the contributors, and notes for each paper are provided. (JB)